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ABSTRACT

The Residential Leadership Series at Ball State University consists of six weekend sessions scheduled over the school year. It provides an inservice education vehicle for members of the total spectrum of school personnel who wish to keep knowledgeable about trends, new information, and innovative practices related to administrative and leadership responsibilities in public education. The Series format is designed to be responsive to self-determined interests and needs of participants. It is structured to be a deliberate departure from credit or other requirement oriented designs and promotes an atmosphere of academic informality adapted to mature professionals who participate voluntarily to further their own development. Participants identify twelve topics (two for each session) that are addressed by resource persons and discussed in group and general sessions. In addition, each program includes an informal "update" presentation on a topic selected by participants by a speaker who is a recognized specialist in the field. (Authors)

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BALL STATE UNIVERSITY
MUNCIE, INDIANA

THE RESIDENTIAL LEADERSHIP SERIES

(AN ONGOING IN-SERVICE DESIGN FOR EDUCATORS)

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THE RESIDENTIAL LEADERSHIP SERIES
(AN ONGOING IN-SERVICE DESIGN FOR EDUCATORS)
BALL STATE UNIVERSITY
MUNCIE, INDIANA

Introduction

Rapidly changing conditions in our society affect education in ways that could not be predicted in preparatory programs. In-service school personnel who are professionally alert tend to accept this generalization. They assume personal responsibility for being accountably responsive to changing conditions as an aspect of their continuing development as professionals in the field of education. This attitude is observable in a wide range of school-related personnel, including school superintendents, school board members, classroom teachers, parents, and teacher educators. Institutions with programs for preparing school personnel have an obligation to respond to these needs in ways that recognize the uniqueness of the population to be served. Such awareness necessitates adaptation of educational delivery formats that depart from traditional course and credit-hour structures, class schedules, and program- or degree-generated controls, as well as from usual perceptions of how university faculty members engaged in teacher education should function.

The Residential Leadership Series is Ball State University's response to the need of professional educators for a flexibly structured, responsive, field-based program to keep participants up to date on

contemporary issues, problems, and interests which they have selected as specifically related to their personal development and to their effectiveness as educational leaders. The University, in its facilitative role, provides the structure, coordination, and logistic assistance and some of the needed resource personnel. The participants--in their roles as consumers of, as well as contributors to, the Series--identify the topics to be included in the program; assist in planning the format; help in selection of resource persons; and provide financial support.

The success of The Residential Leadership Series has demonstrated over the past four years that the format can be recommended with confidence to other colleges and universities seeking new approaches to delivery of educational services to public schools.

I. DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

The Residential Leadership Series consists of six weekend programs distributed over the academic year and scheduled in a regionally convenient location which offers both residential and conference room facilities. Meetings begin on Saturday at 1:00 p.m. and conclude on Sunday at 11:30 a.m. Each program is planned independently but within a format which has developed over the four-year history of the Series.

The basic structure of a single weekend program consists of the following components:

1. A Saturday afternoon presentation by a resource person on a topic selected by participants,

followed by small group sessions that develop questions under the leadership of a university coordinator and a question and discussion period with the presenter

2. A Saturday evening meeting devoted to an "update" presentation by a guest authority on an informational topic pertinent to interests of participants
3. A Sunday morning session patterned after that of Saturday afternoon but dealing with another subject
4. Evaluation of the program

The content focus of the Series is on administrative and leadership concerns of school personnel, with special attention to interests and needs expressed by participants.

A. Selection of Topics for a Residential Leadership Series Program

To guarantee that the yearly program for a Series would indeed be responsive to interests and needs of participants, university personnel play only a coordinative or facilitative role in program development. In the first meeting of a Series program, participants are divided into small groups of ten or fifteen to engage in a "brainstorming" approach to identification of interests. Every recommendation is included in the group list and is merged with other group lists. The composite list is studied, discussed, and clarified by the total Series membership. Each participant is asked to vote on topics, using a 0 to 10 scoring scale, with the first six choices (theoretically, one for each Series program) given a 10-point ranking, the next six given a 9-point ranking, and so on until choices are exhausted. Balloting results are computed, and topics are assigned within the

Series from this list for the Saturday afternoon and Sunday morning sessions. The "update" topics for evening programs are selected in the same manner, with some interchange probable between the two lists.

University coordinators have input into the program selection process, but the participants themselves play a major role in choosing the topics. As a result, each Series program is unique in content, although it is not unusual for some topics to be repeated. Experience with the Series has shown that a few topics have almost perennial interest. Furthermore, it has proven both expeditious and economical to schedule resource persons for two Series programs in different locations by alternating Saturday afternoon and Sunday morning programs when topical choices can be coordinated. Representative Series programs from the past four years are shown in Appendix A.

B. Development of the Residential Leadership Series

The first Series program was conducted in 1974-75 with an enrollment of 44. It culminated three years of planning by a few members of the Department of Educational Administration and Supervision, with assistance from the School of Continuing Education. In these formative years, examples of existing programs with weekend and other innovative off-campus educational delivery structures were analyzed. Simultaneously, discussions were held with potentially interested individuals and groups in public education to

generate interest in, and commitment to, a mutually planned in-service program incorporating a residential weekend concept. Gradually, clarification of purposes emerged, and both university and school personnel established the mutual confidence and rapport needed for a cooperative venture based on identification of interests and needs as a determinant of program content and format.

The first Series was located in the northern part of Indiana. Its success generated interest in other sections of the State, resulting in establishment of two Series programs in 1975-76, one in northern Indiana and another in a more southerly location. In each of the last two years (1976-77, 1977-78) two Series programs have been scheduled, with locations being changed annually to accommodate different populations. Plans, at present, are to continue offering only two Series programs each year, although the "market" would justify some expansion. The decision to be conservative in this regard reflects a concern for a high quality program and an awareness of the risks involved in overextension of personnel involved in coordinating the Series. A map of Indiana showing locations of Series programs is attached as Appendix B.

The following table summarizes data pertinent to historical development of the Series:

TABLE 1

DEVELOPMENTAL DATA ON
THE RESIDENTIAL LEADERSHIP SERIES

Year	Enrollment	Sites	Number of Series
1974-75	44	Angola-Rochester*	1
1975-76	130	1 - Shelbyville 2 - Angola - Rochester*	2
1976-77	95	1 - Columbus 2 - Rochester	2
1977-78	117	1 - Indianapolis 2 - South Bend	2
Totals	386		7

*Meeting sites for programs in these Series rotated between these two locations

II. OBJECTIVES AND GOALS OF THE RESIDENTIAL LEADERSHIP SERIES

The Series program was undertaken as a new approach to in-service education for professionally oriented persons in the general field of education, with special attention to personnel in public and private schools. It was intended to supplement more formal in-service structures offered by universities, school corporations, or state departments of education. It was designed to be completely responsive to needs of participants. It was structured to fit into a time-frame that would accommodate busy, fully employed professionals. It was conceived as a nonthreatening, democratic vehicle which would promote optimum participation by enrollees in their own professional development.

Within the framework of the above concepts, the following specific objectives and goals of The Residential Leadership Series have been identified:

1. To assist field-based educators in their efforts to remain current in the practice of professional education
2. To provide in-service activities that directly meet the perceived needs of field-based, practicing educators
3. To make in-service opportunities of the highest possible quality available at an affordable cost
4. To provide university assistance to field-based educators in a nonthreatening, democratic format
5. To provide in-service activities to field-based educators irrespective of job title or role status
6. To provide university expertise to a field-based program without diminishing the major control function of participants

Evaluation of the Series and planning for each year's program have been based on the above objectives and goals. Selection of coordinators and resource persons have related directly to their implementation.

The above stated goals are compatible with the service orientation of the Department of Educational Administration and Supervision and the Teachers College at Ball State University. They relate to an operational philosophy which perceives preparation of educational personnel as an endeavor extending throughout the professional life of the individual.

Following a largely college-dominated period of preparation, continued development and renewal are perceived to be an increasingly individual obligation. The Teachers College assumes responsibility for making its resources available and for assisting interested persons to benefit from them. As the need for more structured approaches to education diminishes for the mature professional, teacher educators must generate programs which stimulate individuals to seek satisfaction, under their own initiative, of their personally perceived needs and interests. This orientation to in-service education, which is exemplified in the goals and format of The Residential Leadership Series, has served teacher education well at the University.

Benefits from the Series to the Department, the College, and the University have been evident principally in the improved institutional image resulting from the positive interrelationships between program participants and university staff. Specific benefits have been evident in increased enrollments in the Department of Educational Administration and Supervision, as well as in other units of the Teachers College. The Series has been an excellent source of high quality applicants for advanced graduate degrees in Educational Administration.

As is always the case, satisfied and enthusiastic products of a program serve the University, and especially the directly involved departments, as effective public relations ambassadors. The image of the Teachers College as a willing and capable co-worker with all levels of

the educational community has been enhanced. Increased service opportunities have resulted, employment possibilities for graduates have been improved, and the reputation of the University as a desirable place to receive preparation in fields of education has been expanded.

III. PERSONNEL INVOLVED IN RESIDENTIAL LEADERSHIP SERIES PROGRAMS

Information on participants in the seven Series programs will be presented in three categories: enrollees, Teachers College coordinators, and resource persons.

A. Enrollees in Series Programs

Participants have represented a desirable diversity of educational responsibilities, as well as geographical locations. In the following table, a breakdown by position is presented.

TABLE 2

DISTRIBUTION OF PARTICIPANTS BY POSITION HELD

Position	1974-75	1975-76	1976-77	1977-78	Total
School Administrator (Superintendent, Principal)	19	53	40	41	153
Supervisor or Other Central Office Personnel	2	12	6	14	34
School Board Member	4	1	2	0	7
Teacher: Elementary	6	20	18	27	71
Secondary	5	19	17	16	57
Higher Education	2	2	1	3	8
Vocational Education Director	2	3	0	4	9
Community Education Director	3	8	3	3	17
Guidance Counselor	1	7	4	7	19
Other	0	5	4	2	11
Total	44	130	95	117	386

The above tabulation is presented to demonstrate that an in-service education program designed in The Residential Leadership Series format attracts a cross section of educational personnel. This characteristic has proven to be one of its strengths, for topics and problems are dealt with from a diversity of viewpoints. Participants are encouraged to broaden their perceptions and to view personal concerns in the perspective of a total educational profession.

Series participants represent a wide range of school systems in Indiana and contiguous states, thus reducing the probability that local concerns and provincialism will dominate discussions. In the seven-year history of the Series programs, 49 enrollees have come from Michigan, Illinois, and Ohio, with Michigan being the greatest out-of-state contributor. Indiana participants have come from 103 different school corporations and communities. Some individuals have enrolled in several Series programs, thus attesting to the annual uniqueness of topics selected for consideration. A number of school corporations have sent teams of several members so that feedback into the system can be maximized.

B. Teachers College Coordinators

University coordinators of The Residential Leadership Series have come from the membership of the Department of Educational Administration and Supervision in the Teachers College and the Institute for Community Education Development of the University.

Each Series program has been coordinated by three professors, under the overall direction of Dr. Jack Riegle. Coordinators are responsible for all preplanning and logistical arrangements for a Series and attend each session of the program. They serve in a liaison relationship between enrollees and the University and function in continuing leadership roles to stimulate and influence participation of enrollees to meet predetermined goals.

Experience has indicated that a staff-participant ratio of 1 to 20 is an appropriate base for assigning departmental coordinators to a specific Series program. This ratio permits satisfactory implementation of Series goals and development of the close interpersonal relationships seen as essential to maintenance of the desired working atmosphere.

The general director of the Series interrelates the programs scheduled in the two locations by working through program coordinators. He arranges for resource people, works out details of individual programs, is responsible for publicity, maintains records, and facilitates financial matters. He also serves as an integrating force from year to year, since he has filled this position since the beginning of the Series. Maintenance of continuity in this way has fostered development and refinement of the total program.

Four coordinators of programs have worked with the Series since it began. Two others held two such assignments, and two more have had one assignment each. These eight persons have been selected

carefully for these positions, and their continuing association with the Series has been vital to its success.

C. Resource Persons

Individuals selected to give the informational "update" presentations on Saturday evenings have come principally from faculty of the University. The topics covered in this portion of the Series programs and the presenters are listed in Appendix D of this document. The quality of these presenters and their acceptability to Series participants have been demonstrated by repeated appearances on programs. Some topics are perennial features, while others have had less lasting appeal.

Resource persons for Saturday afternoon and Sunday morning sessions are selected by faculty coordinators, with recommendations from Series enrollees and with the usual considerations for financial support, geographic proximity, and availability. They represent a desirable distribution of professional specialization and educational experience to accommodate the interests of Series participants. The following tabulation summarizes the professional positions held by resource persons who have addressed the Series in the past four years.

TABLE 3

PROFESSIONAL POSITIONS HELD BY RESOURCE PERSONS

Position	Number
College Professor	15
City Superintendents and Assistant Superintendents	8
Small Town Superintendents and Assistant Superintendents	11
Rural Area Superintendents	4
School Principals	2
College Administrators	1
Professional Association Administrators	4
Attorneys	2
Occupations Outside Education	7
Other	3
Total	57

Each resource person and the topic addressed for each of the seven Series programs is listed in Appendix E. The variation of subjects and the quality and diversity of the speakers demonstrate the wide spectrum of interests and the professional approach to their treatment.

D. Other Personnel Considerations

Other than the on-site staff previously mentioned, the Series requires the services of some on-campus personnel. The School of Continuing Education provides assistance relating to accounting, enrollment, facilities, and publications, as well as technical advice. Secretarial services and coordination of the program are provided within the Department of Educational Administration and Supervision.

The Series requires employment of no additional personnel within the Department of Educational Administration and Supervision. The Director receives a one-sixth load credit per term for his services, but other faculty members serve without load credit. Reimbursements for services to the Series are handled by contractual arrangements through the School of Continuing Education.

IV. BUDGET FOR A RESIDENTIAL LEADERSHIP SERIES

The Residential Leadership Series is self-supporting, with all funds derived from student fees. Although enrollment for university credit is not required, most participants choose to attend on that basis because fees are the same for all. Since participants may earn six quarter hours of graduate credit in the Series, the enrollment fee is computed by multiplying the institutional per credit-hour figure by six. A typical budget for a Series, based on one hundred enrollees paying $126 each, is shown below:

TABLE 4

A TYPICAL SERIES BUDGET

Expenditure Category	Anticipated Costs
1. University Personnel	$ 5,200
2. Resource Persons	2,800
3. Indirect Costs	1,200
4. Travel Expenses	1,320
5. Per Diem Costs	1,030
6. Materials and Supplies	650
7. Contingency Fund	400
Total	$12,600

V. CONTRIBUTIONS TO EDUCATION OF SCHOOL PERSONNEL

The principal contribution of The Residential Leadership Series inheres in its demonstration of a practical and successful format for delivery of in-service education in a program which capitalizes participants' initiative and encourages dissolution of role and status barriers among school personnel. Furthermore, it shows that practicing professionals will respond to a program of continuing education which they see as related to their own needs, in which they feel a personal involvement, and which has been adapted to their demanding work schedules. The Series has shown, without doubt, that many teachers and administrators are interested in their own continuing development and will participate in an in-service program without pressures from school corporations or from professional requirements defined in terms of credit hours, degrees, or licenses.

The Series has shown that effective in-service programs which utilize the resources of a college or university need not be a financial burden upon the individuals involved or the cooperating institution. The success is more dependent on the working relationships established, the quality of the planning, and the adaptation to expressed interests and needs of participants, rather than on the size of the budget.

As the number of new entrants to the field of education is reduced, due to a variety of causes, the ratio of tenured and mature teachers and administrators in a given school corporation increases annually. To maintain vitality and competence in the professional staff, new formats

for in-service education become desirable. Large corporations may have the resources to meet their own internal needs. Smaller school systems, and especially those in rural areas, have the same needs but often lack the means to meet them. The Residential Leadership Series is ideally suited to such situations, since it provides a structure through which contiguous corporations can cooperate to tap the resources of a large teacher education institution without exorbitant expenditures.

Perhaps of most significance to teacher education is the clear demonstration of The Residential Leadership Series that institutions of higher education need not be "ivory towers" of learning to which students must come to reap the benefits of education from professors who may be out of touch with the practicing professionals. Education--and this includes teacher education--can be a cooperative venture between purveyors and recipients of knowledge. The secret lies in establishment of a commonality of purpose and in nurturance of a mutual self-respect which bridges the gaps between professors and students and between school administrators and those administered. Teacher education that is responsive to recognized needs and which adapts its structures to improve delivery of its services can be a vital force in the total professional life of a mature teacher or school administrator.

VI. EVALUATION OF METHODS AND RESULTS

Evaluation is a "built-in" feature of The Residential Leadership Series. At the conclusion of each weekend program, an evaluation sheet is distributed to participants. Each topical presentation (Saturday afternoon,

Saturday evening, and Sunday morning) is rated on the ten-point scale shown below:

10 = Terrific	5 = Could Be Better
9 = Very Good	4 = Not Worth My Time
8 = Good	3 = Unsatisfactory
7 = Of Value	2 = A Mistake
6 = Rather Average	1 = Never Again

Evaluators use the Evaluation Form included in Appendix E in this program description and are encouraged to add comments on individual topics or the total weekend experience. Ratings are averaged for each presentation, and a cumulative rating is computed for the weekend program. In the past three years, programs have consistently scored a mean evaluation of 8.5 or higher, and no program has fallen below a mean rating of 8.0. Information from this evaluation process is applied to future programs and is analyzed thoroughly by Series coordinators following each weekend meeting.

In addition to quantified data on participants' favorable responses to The Residential Leadership Series, inferential evidence may be cited. The Series has maintained its enrollment into its fourth year, with that for 1977-78 being the second highest. Repeated enrollments are anticipated, with three-year repeaters being common and two-year repeaters very common. In May of each year, participants are encouraged to bring guests, many of whom have enrolled in the Series program for the following year.

In the final analysis, it is the responses of participants to their own experience and the quality of their verbalized comments in the presence

of colleagues that constitute the ultimate criteria for evaluating a program like The Residential Leadership Series. Without such personalized support the program would not survive, for it is completely dependent upon voluntary participation of enrollees and publicity they generate.

Recommendations for Others

The Residential Leadership Series could be replicated by most institutions with graduate programs for preparing school personnel. A few insights and recommendations drawn from four years of experience with the format will be cited to promote success.

1. It may be difficult to generate initial interest in a program which does not have predetermined content. Self-determination in educational matters is not a familiar concept and may be confused with lack of purpose or structure. A considerable amount of preliminary salesmanship may be needed to get started. After this initial hurdle, interest in the program will be self-generating if our experience is generalizable.
2. An informal atmosphere should be developed. This contributes to self-expression, dissolution of status barriers, and nurturing of initiative.
3. Selection of campus coordinators is a crucial factor. Not all professors can work comfortably and effectively in a situation that is not completely prestructured and dominated

by those in leadership roles. A ratio no greater than 20 to 1 of participants to coordinator is recommended.

4. A comfortable and conveniently located site is essential. A motel which is large enough to have meeting and dining rooms, as well as sleeping accommodations, has proven ideal. The location should be centrally located but not so close to homes of participants that most will prefer to go home on Saturday night. A weekend experience which consumes the participants' time from Saturday noon to Sunday noon is best. It is essential that planning for sites be done a year in advance, since motel spaces must be reserved for the specific days scheduled for the Series.
5. Work or discussion groups should not be constituted on the bases of sex, title, job location, age, position, or any other such factors. Crossing such segregative and isolating barriers is essential to achievement of Series objectives.
6. Distribute high priority topics over the entire Series. Each program should include at least one high priority concern and another farther down the rating list.
7. Have the courage to use unorthodox resource people who have been suggested. One program utilized prison inmates. Long and difficult negotiations with state correction officers

were required to bring it about, but it received a unanimous rating of 10 by participants.

8. Try to avoid the usual classroom or course orientation. Participants expect something different. If they want an extension course in the usual sense, there are plenty available.

9. "Update" presentations must be blunt, concise, and rapid-fire. They must be presented by persons with unusual competence and with delivery skills that cover the material without embellishments or digressions.

10. Scheduling two Series programs in different locations but on the same days makes it possible to utilize the same resource persons for both by alternating Saturday afternoon and Sunday morning programs. This works only if both groups of participants have expressed interest in similar topics, of course.

11. Some topics can be anticipated and may be prescheduled without much risk. This is desirable for programs early in the year. Publicity may even indicate what the first program or two will be if the planners know their clientele. Programs for later in the year may be left open in pre-Series publicity.

12. Long-term planning is essential to prepare brochures, locate sites, select campus coordinators, carry on publicity, and secure resource persons.

Copies of brochures and other publicity materials have been included as Appendix F. Other institutions may find them useful when planning and initiating programs similar to The Residential Leadership Series.

APPENDIX A

REPRESENTATIVE RESIDENTIAL LEADERSHIP SERIES PROGRAMS

Exhibit		
a	Geneva Center	May 1-2, 1976
b	Shelbyville	May 1-2, 197[illegible]
c	Southern Group	September 18-19, 1976
d	Southern Group	November 20-21, 1976
e	Southern Group	January 15-16, 1977
f	Northern Group	February 26-27, 1977
g	Ball State University - Northern and Southern Groups	November 12-13, 1977
h	Northern Group	December 3-4, 1977

Exhibit a

RESIDENTIAL LEADERSHIP SERIES
North (Geneva Center)

Saturday - May 1, 1976

12:00 Noon	Lunch
1:15 p.m.	"A Newspaper Editor Looks at Education and Educators" Mr. Mike Davis, Editor Fortville Tribune
3:00 p.m.	Small Groups
4:00 p.m.	React with Speaker
5:30 p.m.	Dinner
7:00 p.m.	Update-"School Finance Update" Dr. Don Patton, Professor Educational Administration Ball State University
8:30 p.m.	Rest and Relaxation

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Sunday - May 2, 1976

9:00 a.m.	Breakfast
9:30 a.m.	"Futurism In Education" Dr. Dick Flynn, Superintendent Carrollton Community Schools
11:00 a.m.	Wrap-Up Session

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NEXT YEAR
Geneva Center, Rochester, IN

NEXT YEAR'S DATES

September 18-19
October 9-10
November 20-21
January 15-16
February 26-27
April 30-May 1

Exhibit b

RESIDENTIAL LEADERSHIP SERIES
South (Shelbyville)

Saturday, May 1, 1976

12:00 Noon	Lunch
1:00 p.m.	"Time Management" Dr. John Young, Associate Superintendent, Fort Wayne Community Schools
3:00 p.m.	Break
3:15 p.m.	Interact with Speaker
6:00 p.m.	Dinner
7:00 p.m.	Update - "Student Discipline" Mr. James Pugh, Principal Muncie Central High School
8:30 p.m.	Rest and Relaxation

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Sunday, May 2, 1976

9:00 a.m.	Breakfast
9:30 a.m.	"Labor - Management Relationships" Mr. Robert Sellers, Administrative Assistant Battle Creek Public Schools

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NEXT YEAR
Ramada Inn, Columbus, IN

NEXT YEAR'S DATES

September 18-19
October 9-10
November 20-21
January 15-16
February 26-27
April 30-May 1

Exhibit c

RESIDENTIAL LEADERSHIP SERIES

Southern Group

Saturday - September 18, 1976

1:00 p.m. Opening Session

1:30 p.m. Preliminary Program Planning Session

3:30 p.m. Break

3:45 p.m. Listing of Program Suggestions

4:45 p.m. Rest and Relaxation

7:00 p.m. Balloting on Program Selections

8:00 p.m. Rest and Relaxation

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Sunday - September 19, 1976

9:30 a.m. "Rational Leadership Past and Present"
Dr. Jack Freimeier
Ohio State University

11:00 a.m. Small Group Reactions to Speaker

11:30 a.m. Reactions with Speaker

12:00 noon Dismissal

Exhibit d

RESIDENTIAL LEADERSHIP SERIES

Southern Group

Saturday, November 20, 1976

1:00 p.m.	Title IX Dr. George Swafford Ball State University
2:30 p.m.	Break
2:45 p.m.	Affirmative Action Dr. Merle Strom Ball State University
3:45 p.m.	Questions and Answers
4:15 p.m.	Sunshine Law Dr. George Swafford
5:15 p.m.	Rest and Relaxation
7:00 p.m.	Due Process Dr. Merle Strom
8:30 p.m.	Rest and Relaxation

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Sunday, November 21, 1976

9:30 a.m.	Privacy Act Mr. Jeff Boles, Attorney Danville, Indiana
10:30 a.m.	Break
10:45 a.m.	Student Rights Mr. Jeff Boles
11:45 a.m.	Evaluation of Weekend

Exhibit e

RESIDENTIAL LEADERSHIP SERIES

Southern Group

Saturday, January 15, 1977

1:00 p.m.	"Curricular Innovation" Dr. Charles Branch, Principal Burris Laboratory School
2:30 p.m.	Break
2:45 - 4:30 p.m.	Curricular Evaluation
7:00 - 8:00 p.m.	UPDATE "Administrative Leadership Techniques" Dr. Dean Evans Lilly Foundation

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Sunday, January 16, 1977

9:00 a.m.	"Staff Development Through Evaluative Measures" Dr. Jack Snyder, Director Advanced Graduate Programs Ball State University
11:00 a.m.	Adjourn

Exhibit f

RESIDENTIAL LEADERSHIP SERIES

Northern Group
Geneva Conference Center

Saturday, February 26, 1977

1:15 p.m.	Negotiations Simulation
1:30 - 2:00 p.m.	Team Preparations
2:00 - 4:30 p.m.	Negotiate for Settlement
4:30 - 5:15 p.m.	Discussion
5:15 p.m.	Break
5:30 p.m.	Dinner
6:30 - 8:30 p.m.	"Strike Planning" Dr. Donn Kaupke, Superintendent Merrillville Community Schools
8:30 p.m.	Rest and Relaxation

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Sunday, February 27, 1977

9:00 a.m.	"Dealing With Militant Teachers" Mr. Norman Dice Director of Employee Relations Godwin Heights School System

Exhibit g

TO: R.L.S. Participants

FROM: Dr. Riegle

DATE: October 10, 1977

RE: November 12-13 Sessions

Enclosed is a brochure pertaining to the Ball State Campus. Check out the building locations for our sessions.

Be sure you have arranged your housing for the weekend.

Help us by sending in your check for the banquet session on Saturday evening. The total cost of the meal and the punch served prior to the meal is $6.70.

Make your check payable to the Ball State Alumni Association and send it to me at TC 915, Ball State University, Muncie, Indiana 47306. Please have your check in my hands prior to November 4. It really helps me if you will do this part early.

AGENDA

Saturday, November 12, 1977

1:00 p.m.-4:00 p.m. — Cooper Science Rm. 188 (Bldg. #72)
Speaker - Dr. Paul Briggs, Superintendent, Cleveland, Ohio
Note: Room 188 is immediately inside the south main doors of Cooper Science Building. Closest parking is available in the lot located behind Teacher's College.

6:30 p.m.-7:00 p.m. — Alumni Lounge - Student Center (Bldg. #96)
Informal Reception - Opportunity to visit with friends

7:00 p.m.-9:30 p.m. — Ballroom - Student Center
Dinner followed by remarks from Dr. John J. Pruis, President, Ball State University.
Note: Parking is available all around the Student Center.

Sunday, November 13, 1977

9:30 a.m.-11:30 a.m. — Room 301-302 - Student Center
Speaker - Dr. Terrell Bell, Former Commissioner of the United States Office of Education Washington, DC

11:30-Noon — Wrap up, evaluation, adjournment

kh

Exhibit h

NORTH

Saturday, December 3, 1977 - Quality Inn, South Bend

1:00 p.m. - -

"An Alternative Approach to Collective Bargaining"
Mr. Paul Parker, Superintendent
Harrison Washington School Corporation

2:30-2:45 - -

Break

2:45-3:15 - -

Small Groups

3:15-4:15 - -

Speaker will answer questions from the groups

4:15-4:30 - -

Break

4:30-6:00 - -

Program selections for last two weekends

Sunday, December 4, 1977

9:30 - -

"Future Trends in Collective Bargaining"
Mr. Harry Bishop, Executive Assistant
Michigan School Board Association

11:00 - -

Questions and Answers

11:45 - -

Evaluation

Noon - -

Dismissal

APPENDIX B

MAP OF INDIANA SHOWING SERIES PROGRAM SITES BY YEARS

Residential Leadership Series Sites

Black - 1974-75
Blue - 1975-76
Green - 1976-77
Red - 1977-78

APPENDIX C

"UPDATE" TOPICS AND PRESENTERS

Dr. Merle Strom, Professor Ball State University	"School Law - Update"
Dr. Jack Riegle, Associate Professor Ball State University	"Open Concept - Update"
Dr. Donald Patton, Professor Ball State University	"School Finance - Update"
Mr. Robert Malenka, Director, National Middle School Resources Center	"Middle School Education - Update"
Dr. Paul Nesper, Professor Ball State University	"School Plant Planning - Update"
Dr. Ivan Wagner, Consultant, Indiana State Department of Instruction	"M.B.O. Update"
Mr. James Gove, Assistant Superintendent Valley View Schools	"Year-round Schools"
Dr. George Marconnit, Professor Ball State University	"School Law - Update"
Dr. George Swafford, Professor Ball State University	"Sunshine Laws"

APPENDIX D

RESOURCE PERSONS AND TOPICS

Resource Persons	Topic
Dr. Jay Thompson, Associate Professor Ball State University and Mr. Gary Phillips, Director Alternative Education, Marion, Indiana	"What Turns Kids Off?"
Dr. George Swafford, Professor Ball State University	"Evaluation of Teachers"
Dr. John Young, Deputy Superintendent Fort Wayne, Indiana	"Managing Time"
Dr. Norman Turchan, Assistant Superintendent Metropolitan School District Washington Twp. and Dr. Gerald DeWitt, Assistant Superintendent Metropolitan School District Washington Twp.	"Humanizing Education"
Mr. Ersel Burgess, Superintendent of Schools Knightstown, Indiana	"Developing Community Involvement"
Dr. Ross Van Ness, Associate Professor Ball State University	"Managing Conflict"
Mr. Donald Gentry, State Director Division of Vocational Education	"Relating the World of Work to Education"
Mr. Eugene Paul, President, Dalton Founderies, Warsaw, Indiana	"An Industrialist Looks at Education and Educators"
Dr. Dan Hendershot, Assistant Superintendent Huntington, Indiana	"Motivating Teachers and Students"
Dr. Dorothy Pringle, Assistant Professor Ball State University	"Reading Programs That Work"
Dr. Milo Eiche, Superintendent, Metropolitan School District, Bluffton, Indiana	"Problems in Administration"
Dr. John Fallon, Assistant Professor Ball State University	"Group Dynamics"
Dr. William Staats, Assistant Superintendent Columbus, Ohio	"Developing Effective In-Servie Programs"
Mr. Larry Lindsay, Assistant Superintendent Metropolitan School District, Washington Township	"Teacher Evaluation"

Mr. John O'Connell, Insurance Executive Colon, Michigan	"Attitudes, Morale, Motivation"
Dr. Donald Kaupke, Superintendent, Merrillville, Indiana	"Techniques for Handling A Work Stoppage"
Mr. Al Rent, Public Relations Consultant, Rent and Associates, Muncie, Indiana	"Public Relations/ School-Community Relations"
Mr. Robert Sellers, Administrative Assistant Battle Creek, Michigan	"Methods of Reuniting a Staff After a Strike"
Dr. James McElhinney, Professor Ball State University	"Evaluation of Educational Programs"
Dr. Gary Weesner, Superintendent Marion, Indiana	"Problem Solving Techniques"
Dr. Kay Stickle, Associate Professor Ball State University	"Humanizing Education"
Mr. James Bray, Instructor, Defiance College, Defiance, Ohio	"Teacher Selection Methods"
Mr. Ronald Reece, Superintendent of Schools, Three Rivers, Michigan	"In-Service Programs for Teachers & Administration"
Mr. James Pugh, Principal, Muncie Central High School, Muncie, Indiana	"Student Discipline"
Mr. Mike Davis, Editor, Fortville Tribune, Fortville, Indiana	"A Newspaper Editor Looks at Education & Educators"
Dr. Richard Flynn, Superintendent, West Carrollton, Ohio	"Futurism in Education"
Dr. Jack Freimeier, Professor, Ohio State University, Columbus, Ohio	"Rational Leadership Past and Present"
Dr. Harmon Baldwin, Superintendent of Schools Vigo County School Corporation, Terre Haute, Indiana	"Understanding Board Members"
Dr. Heyerdahl, Superintendent of Schools, Columbus, Indiana	"Finance - P.P.B.S."
Dr. Merle Strom, Professor, Ball State University	"Affirmative Action"
Mr. Jeff Boles, Attorney, Danville, Indiana	"Privacy Act and Student Rights"
Mr. Charles Jones, Department of Corrections, Indiana Reformatory, Pendleton, Indiana (5 inmates)	"Inmates Tell Us About Schools and Educators"

1976-77

announcing
ball state
university's
third annual

Residential Leadership Series
for
School and Agency Executives

Dr. Jack Snyder, Professor Ball State University	"Teacher Evaluation Instruments"
Dr. Jack Riegle, Associate Professor Ball State University	"Community Relations A System"
Dr. Charles Branch, Principal Burris Laboratory School, Ball State University	"Curricular Innovations"
Dr. Dean Evans, Executive Secretary Lilly Foundation, Indianapolis, Indiana	"Administrative Leadership Techniques"
Dr. Richard Miller, Superintendent, Elkhart, Indiana	"Leadership Styles"
Mr. Norman Dice, President, Michigan Negotiators Association, Wyoming, Michigan	"Dealing With Militant Teachers"
Dr. Earl Grove, Assistant Superintendent Decatur Township Schools, Indianapolis, Indiana	"Preparing Data For Bargaining"
Mr. Dan McCubbin, Attorney, Louisville, Kentucky	"Dealing With Militant Educators"
Mr. William Hadley, Legislative Consultant Indiana Farm Bureau	"Legislative Update"
Dr. Dean Speicher, Superintendent Penn-Harris Madison School Corporation Mishawaka, Indiana	"Leadership Styles"
Mr. Ernest Grayson, Superintendent, Jefferson County Schools, Louisville, Kentucky	"Problems of Urban School Systems"
Dr. Lowell Rose, Executive Secretary, Phi Delta Kappa, Bloomington, Indiana	"Current Citizens Concerns Regarding Education" Based upon National Survey Dat
Dr. Paul Briggs, Superintendent of Schools Cleveland, Ohio	"Problems of the Urban School Administrator"
Dr. Terrell Bell, Former Commissioner U.S.O.E., Washington, D.C.	"Federal Government Roles in Education"
Dr. John Pruis, President Ball State University	"A Look Down the Road in Teacher Education"
Mr. Harry Bishop, Executive Assistant for Collective Bargaining, Michigan School Board Association, Lansing, Michigan	"Pros and Cons of Regionalized Bargaining"
Mr. Paul Parker, Superintendent, Harrison-Washington Schools, Gaston, Indiana	"Negotionations-An Alternative"

APPENDIX E

RESIDENTIAL LEADERSHIP SERIES

Evaluation Form

Please evaluate each activity on a one to ten scale. One represents the poorest evaluation and ten represents the highest level of evaluation.

Speaker, Event, Activity etc.	Rating

APPENDIX F

SERIES BROCHURE SAMPLES

Residential Leadership Series

for school & agency executives, 75-76

The purpose of this brochure is to introduce you to a new and exciting Ball State University Program - The Residential Leadership Series.

The series is sponsored by the Department of Educational Administration and Supervision through the Office of Continuing Education.

Experiences are interdisciplinary in nature and feature Ball State University faculty as well as a wide spectrum of guest lecturers.

Sincerely
Jack D. Riegle, Ph.D.
Coordinator
George Swafford, Ed.D.
Staff Consultant
Ross VanNess, Ed.D.
Staff Consultant

Jack D. Riegle
Coordinator

Residential Leadership Series

Busy people find it difficult to "keep up" with the rapid changes taking place in our society. School administrators are busy people and it is for them that the Residential Leadership Series has been planned.

Six weekends during the school year starting at noon Saturday and ending at noon Sunday, are scheduled to help keep administrators abreast of what is happening in their profession.

The program each weekend contains presentations of major topics with small group interaction, update sessions that are timely, brief, and concise, and opportunities to relax and share ideas with administrators from a multi-state area.

No rigid class format, no examinations, no memorization, and a highly informal atmosphere leads to an enriched atmosphere for practical in-service opportunities for busy people.

Jack D. Riegle

HARD DATA 1975-76

When

September	20-21, 1975
October	11-12, 1975
November	1- 2, 1975
January	17-18, 1976
March	6- 7, 1976
May	1- 2, 1976

Where

Southern Group - Holiday Inn - Shelbyville, Indiana

Northern Group - Camp Geneva - Rochester, Indiana
Pokagon State Park, Angola, Indiana

How Much

All participants enrolling for credit will pay the $108 fee for six (6) credit hours (Ed. Ad. 592)

Participants enrolling in the non credit classification will pay $108 for the initial year of enrollment.

Credit Application

In a planned degree program as much as sixteen (16) credit hours under Ed. Ad. 592 can be applied to the degree requirements. Care should be used to ascertain the status of a program of study before enrolling in Ed. Ad. 592.

MAJOR TOPICS INCLUDED IN THE RESIDENTIAL LEADERSHIP SERIES 1974-75

Humanizing Education

Management of Time

Evaluation of Teachers

How to Motivate People

Communications Within the System

Managing Conflict

Tying the World of Work to Education

What Turns Kids Off

Alternative Educational Plans

Negotiations

Reading Programs That Excite Interest

Update Session Topics

School Law

Open Concept Education

School Finance

Middle Schools and Transescent Youth

Trends in Educational Facilities

This course has been one of the very best in my training because we have been able to deal with the theoretical in a practical way The student input has embellished the efforts of the leaders. The informal approach also helped to create interest.

Wayne Randolph

The R. L. S. has been a stimulating up-date including pertinent, practical input as well as good interchange between interested and interesting participants. For persons who want to spend time in conference and study this practical approach is a fine improvement over previous experiences.

Anonymous

This series offers a fine opportunity to increase administrative skills and to consider alternatives in the issues confronting educators today.

Brent Widman

It had been several years since I had taken any graduate course. This seminar type course has been an exceptionally fine means of updating personal information concerning current educational practices.

Joe Beeson, Vice Principal
Goshen High School
Goshen, Indiana

I feel that the format of these meetings has been great. It has provided an excellent opportunity to discuss problems and concerns with people in a variety of positions in both a formal and informal settings.

Dan Rumple, Principal
Larwill Elementary School
Larwill, Indiana

I really appreciated the informality and the interchange that went on in this class. The speakers, consultants, and instructors related well to all the students in the class. The rapport established by the persons from different levels of responsibility was terrific. I highly recommend taking this class.

Tony Wesolowski

Group Reactions 74-75

I favor the residential conference series over attending classes once or twice a week because it allows for more concentrated effort, closer relationships among participants, and a more relaxed atmosphere. The cross section of participants was excellent and offered a variety of experiences.

Allan Whitlow, Principal
Elston Jr. High School
Michigan City, Indiana

The premise with which this series of meetings was set up is a most necessary aspect for the practicing administrator. Having attended two years of the Michigan State University Extern program I find the format established here to be most informative and yet complements those previous experiences. There is a definite need to involve administrators from Indiana, Michigan, and Ohio for our needs and concerns and are becoming so intertwined that to avoid each other is foolish. The university that takes a leadership role in the development of such a series is certainly going to have a profound effect on all administrators and will become recognized regionally for it.

Warren L. Dale, Principal
Bronson High School
Bronson, Michigan

Our entire administration team participated in Ball State's Residential Leadership Series. I found participating with a combination of Teachers, Administrators, and College Students to be particularly refreshing.

Don Schoneboom, Principal
Bronson Middle School
Bronson, Michigan

It's been a learning, growing and most of all fun-filled experience each time we get together.

Carol Smith
Graduate Student
Ball State University

The most interesting, exciting, sharing and most useable information I have ever received from a course in Education. I highly recommend this course for anyone interested in Education regardless of your professional level.

Ed Bryan
Assistant Principal
Decatur, Indiana

Will you be in the educational mainstream next year???

"Completing page 9 can put you or your entire management team in the picture for 1975-76"

Residential Leadership Series

Let me invite you to become a member of the fastest growing in-service program in the Midwest. The Residential Leadership Series serves four states with in-service opportunities for school executives and other interested individuals.

Basically, the format is informal and conducive to relaxed exchanges of ideas, concerns, and feelings concerning a broad range of topics taken from the everyday world of school executives.

We have fun together as well as work together and all of us believe that a great university can reach out and be a productive part of the world of administration.

Are you looking for practical in-service experience that is designed by you and people like you? Then look to the Residential Leadership Series because we have a good thing going right here in your back yard.

Jack D. Riegle

In Northern Indiana...

AT THE GENEVA CONFERENCE CENTER NEAR ROCHESTER
SIX WEEKEND SESSIONS

In Southern Indiana...

AT THE RAMADA INN AT ROAD 46 AND I-65, COLUMBUS
SIX WEEKEND SESSIONS

The dates are:

September 18-19, 1976

October 9-10, 1976

November 20-21, 1976

January 15-16, 1977

February 26-27, 1977

April 30-May 1, 1977

The instructional fee

for all participants is $108.00 for the series. Optional credit (6 quarter hours) is offered in EDAD 592. Students enrolling for credit for the first time at Ball State University will pay $118.00.

Credit Application — in a planned degree program as much as 16 credit hours under EDAD 592 can be applied to the degree requirements. Care should be used to ascertain the status of a program of study before enrolling in EDAD 592 for credit.

The Series is sponsored by the Department of Educational Administration and Supervision through the School of Continuing Education. Experiences are interdisciplinary in nature and feature Ball State University faculty, as well as a wide spectrum of guest lecturers.

BALL STATE UNIVERSITY
RESIDENTIAL LEADERSHIP SERIES
FOR SCHOOL AND AGENCY EXECUTIVES
FOR THE 1976-77 ACADEMIC YEAR.

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